

(3) Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

3. Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

4. Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

5. Acts with integrity, fairness, and in an ethical manner.

6. Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

c. *Other.*

(1) Have had three years of teaching experience at the secondary level (7-12).

(2) Graduates from institutions in other states who are seeking initial Iowa licensure and the secondary principal's endorsement must meet the requirements for the educational license in addition to the experience requirements.

**14.23(3) Superintendent.**

a. *Authorization.* The holder of this endorsement is authorized to serve as a superintendent from the prekindergarten level through grade twelve.

NOTE: This authorization does not permit general teaching, school service, or administration at any level except that level or area for which the holder is eligible or holds the specific endorsement(s).

b. *Program requirements.*

(1) Degree—specialist—(or its equivalent: A master's degree plus at least 30 semester hours of planned graduate study in administration beyond the master's degree).

(2) Content: Completion of a sequence of courses and experiences which may have been part of, or in addition to, the degree requirements. This sequence is to be at least 45 semester hours to include the following:

1. General elementary level administration.

2. General early adolescent level administration.

3. General secondary level administration.

4. Elementary, early adolescent, and secondary school supervision.

5. Curriculum development.

6. School law.

7. School finance.

8. School plant/facility planning.

9. School personnel/negotiations.

10. Knowledge of school-community relationships/public relations.
11. Administrative theory/principles of educational administration.
12. Social, philosophical, or psychological foundations.
13. Planned field experience in school administration.
14. Evaluator approval component.

*c. Other.*

(1) Have had three years' experience as a building principal or other PK-12 districtwide or area education agency administrative experience.

(2) Graduates from institutions in other states who are seeking initial Iowa licensure and the superintendent's endorsement must meet the requirements for the educational license in addition to the experience requirements.

**14.23(4) AEA administrator license.** The area education agency administrator's license shall be issued to an applicant who has met the requirements in two of the four following subsections:

**Requirements:**

*a.* Five years' experience in higher education administration at a two- or four-year college or university which is accredited by the North Central Association of Colleges and Secondary Schools accrediting agency or which has been certified by the North Central Association of Colleges and Secondary Schools accrediting agency as a candidate for accreditation by that agency or as a school giving satisfactory assurance that it has the potential for accreditation and is making progress which, if continued, will result in its achieving accreditation by that agency within a reasonable time; or an earned doctorate in higher education administration.

*b.* Five years' experience in special education, media services, or educational services administration; or an earned doctorate in special education, media services, or educational services or any subspecialty of these services.

*c.* Five years' experience in primary or secondary school education; or an earned doctorate in educational administration for the primary or secondary level; and five years' teaching experience at any educational level.

*d.* Five years' experience in business or other nonacademic career pursuit; or an earned doctorate in public administration or business administration.

*e.* Evaluator approval component.

A person shall not be issued a temporary or emergency license for more than one year; and an education agency shall not employ unlicensed administrators, or employ temporary or emergency licensed administrators for more than two consecutive years.

**282—14.24(272) Two-year exchange license.** A two-year nonrenewable exchange license may be issued to an individual under the following conditions:

1. Has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the home state.
2. Holds a valid regular certificate or license in the state in which the preparation was completed.
3. Is not subject to any pending disciplinary proceedings in any state.

Each applicant for the exchange license shall comply with all requirements with regard to application processes and payments of licensure fees.

Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application, the transcripts and the license or certificate held in the state in which the basic preparation for licensure was completed.

Each individual receiving the two-year exchange license will have to complete any identified licensure deficiencies in order to be eligible for an initial regular license in Iowa.

**282—14.25(272) Two-year administrator exchange license.**

**14.25(1)** A two-year nonrenewable exchange license may be issued to an individual under the following conditions. The individual:

- a.* Has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.
- b.* Has completed a state-approved administrator education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.
- c.* Holds a valid regular administrative certificate or license.
- d.* Is not subject to any pending disciplinary proceedings in any state.
- e.* Meets the experience requirements for the administrative endorsements. Verified successful completion of three years of full-time teaching experience in other states, on a valid license, shall be considered equivalent experience necessary for the principal endorsement. Verified successful completion of six years of full-time teaching and administrative experience in other states, on a valid license, shall be considered equivalent experience for the superintendent endorsement provided that at least three years were as a teacher and at least three years were as a building principal or other PK-12 districtwide administrator.

**14.25(2)** Each exchange license shall be limited to the area(s) and level(s) of administration as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the administrative licensure was completed.

**14.25(3)** Each individual receiving the two-year exchange license will have to complete any identified licensure deficiencies in order to be eligible for a regular educational and administrative license in Iowa.

**282—14.26(272) Two-year nonrenewable school counseling exchange license.**

**14.26(1)** A two-year nonrenewable school counseling exchange license may be issued to an individual, provided that the individual:

- a.* Has completed a regionally accredited master's degree program in school guidance counseling.
- b.* Holds a valid school counseling certificate or license issued by an examining board which issues certificates or licenses based on requirements which are substantially equivalent to those of the board of educational examiners.
- c.* Meets the qualifications in Iowa Code section 272.6.
- d.* Is not subject to any pending disciplinary proceeding in any state.

**14.26(2)** Each exchange license shall be limited to the area(s) and level(s) of counseling as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the school counseling license was completed.

**14.26(3)** Each applicant for the exchange license shall comply with all requirements with regard to application processes and payment of licensure fees.

**14.26(4)** Each individual receiving the two-year exchange license will have to complete any identified licensure deficiencies in order to be eligible for a regular educational license in Iowa.

**14.26(5)** Individuals licensed under this provision are subject to the administrative rules of the board.

**282—14.27(272) Human relations requirements for practitioner licensure.** Preparation in human relations shall be included in programs leading to practitioner licensure. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, lifestyles and attitudes of individuals and the diverse groups found in a pluralistic society.

**14.27(1)** Beginning on or after August 31, 1980, each applicant for an initial practitioner's license shall have completed the human relations requirement.

**14.27(2)** On or after August 31, 1980, each applicant for the renewal of a practitioner's license shall have completed an approved human relations requirement.

**14.27(3)** Credit for the human relations requirement shall be given to licensed practitioners who can give evidence that they have completed a human relations program which meets board of educational examiners criteria (see 14.30(272)).

**282—14.28(272) Development of human relations components.** Human relations components shall be developed by teacher preparation institutions. In-service human relations components may also be developed by educational agencies other than teacher preparation institutions, as approved by the board of educational examiners.

**282—14.29(272) Advisory committee.** Education agencies developing human relations components shall give evidence that in the development of their programs they were assisted by an advisory committee. The advisory committee shall consist of equal representation of various minority and majority groups.

**282—14.30(272) Standards for approved components.** Human relations components will be approved by the board of educational examiners upon submission of evidence that they are designed to develop the ability of participants to:

**14.30(1)** Be aware of and understand the various values, lifestyles, history, and contributions of various identifiable subgroups in our society.

**14.30(2)** Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination, and become aware of the impact that such biases have on interpersonal relations.

**14.30(3)** Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

**14.30(4)** Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

**14.30(5)** Respect human diversity and the rights of each individual.

**14.30(6)** Relate effectively to other individuals and various subgroups other than one's own.

**282—14.31(272) Evaluation.** Educational agencies providing the human relations components shall indicate the means to be utilized for evaluation.

**282—14.32(272) Licensure and authorization application fee.** All application and authorization fees are nonrefundable.

**14.32(1) Issuance and renewal of licenses, authorizations, and statements of professional recognition.** The fee for the issuance of each initial practitioner's license, the evaluator license, the statement of professional recognition, and the coaching authorization and the renewal of each license, evaluator approval license, statement of professional recognition, and coaching authorization shall be \$50.

**14.32(2) Adding endorsements.** The fee for the addition of each endorsement to a license, following the issuance of the initial license and endorsement(s), shall be \$25.

**14.32(3) Duplicate licenses, authorizations, and statements of professional recognition.** The fee for the issuance of a duplicate practitioner's license, evaluator license or coaching authorization shall be \$10.

**14.32(4) Evaluation fee.** Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable \$50 evaluation fee.

Each application or request for a statement of professional recognition shall include a one-time nonrefundable \$50 evaluation fee.

**14.32(5) One-year emergency license.** The fee for the issuance of a one-year emergency license based on an expired conditional license or an expired administrative decision license shall be \$100.

**14.32(6) Late renewal fee.** Effective September 1, 2000, an additional fee of \$25 per calendar month, not to exceed \$100, shall be imposed if a renewal application is submitted after the date of expiration of a practitioner's license. The board may waive a late renewal fee upon application for waiver of the fee by a practitioner. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

**282—14.33(272) Requirements for an alternative preparation license.**

**14.33(1)** Following are the requirements for the issuance of a teaching license based on an alternative preparation program for persons prepared in Iowa.

*a.* Baccalaureate degree with a cumulative grade point average of 2.5 or better from a regionally accredited institution. This degree must have been conferred at least three years prior to application to an alternative preparation program.

*b.* Completion of an alternative preparation program approved by the state board of education.

*c.* Completion of an approved human relations component.

*d.* Completion of the exceptional learner program, which must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.

*e.* Professional education core. Completed coursework or evidence of competency in:

(1) Student learning. The practitioner understands how students learn and develop and provides learning opportunities that support intellectual, career, social, and personal development.

(2) Diverse learners. The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

(3) Instructional planning. The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

(4) Instructional strategies. The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

(5) Learning environment/classroom management. The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(6) Communication. The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

(7) Assessment. The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

(8) Foundations, reflection, and professional development. The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.

(9) Collaboration, ethics, and relationships. The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.

*f.* Computer technology related to instruction.

*g.* Completion of pre-student teaching field-based experiences.

*h.* Methods of teaching with an emphasis on the subject and grade level endorsement desired.

*i.* Content/subject matter specialization. The practitioner understands the central concepts, tools of inquiry, and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

This is evidenced by completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas or special education teaching endorsements listed in 282—14.20(272) or 282—15.2(272).

*j.* A minimum of 12 weeks of student teaching in the subject area and at the grade level in which the endorsement is desired.

**14.33(2)** Following are the basic requirements for the issuance of a teaching license based on an alternative preparation program with an endorsement for persons prepared in states other than Iowa.

*a.* Hold a baccalaureate degree from a regionally accredited institution.

*b.* Provide a valid out-of-state teaching license based on a state-approved alternative preparation program.

*c.* Provide a recommendation from a regionally accredited institution, Department of Education, or a state's standards board indicating the completion of an approved alternative teacher preparation program.

*d.* Provide official institutional transcript(s) to be analyzed for the coursework necessary for full Iowa licensure based on 14.33(1)“*c*” to “*i*” above.

*e.* Verify three years of teaching experience which will waive the student teaching requirement.

The alternative preparation license is valid for two years and may be renewed under certain prescribed conditions for a provisional license listed in 282—17.8(272).

**282—14.34(272) NCATE accredited programs.** The requirements of the professional education core at 282—subrule 14.19(3), notwithstanding, an applicant from an out-of-state institution who has completed a program accredited by the National Council for the Accreditation of Teacher Education on and after October 1, 1988, shall be recognized as having completed the professional education core set out in 14.19(3), with the exception of paragraphs “*h*” and “*n*.”

These rules are intended to implement Iowa Code chapter 272.

**282—14.35 to 14.100** Reserved.

#### RULES EFFECTIVE AUGUST 31, 2001

**282—14.101(272) Applicants desiring Iowa licensure.** Licenses are issued upon application filed on a form provided by the board of educational examiners.

**14.101(1)** Effective October 1, 2000, an initial applicant will be required to submit a completed fingerprint packet that accompanies the application to facilitate a national criminal history background check. The fee for the evaluation of the fingerprint packet will be assessed to the applicant.

**14.101(2)** Effective October 1, 2000, an Iowa division of criminal investigation background check will be conducted on initial applicants. The fee for the evaluation of the DCI background check will be assessed to the applicant.

**14.101(3)** The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application, including certification from the applicant of completion of the Praxis II examination, if required; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant’s authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check and the board’s receipt of verification of completion of the Praxis II examination. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

**282—14.102(272) Applicants from recognized Iowa institutions.** An applicant for initial licensure who completes the teacher, administrator, or school service personnel preparation program from a recognized Iowa institution shall have the recommendation for the specific license and endorsement(s) or the specific endorsement(s) from the designated recommending official at the recognized education institution where the preparation was completed. A recognized Iowa institution is one which has its program of preparation approved by the state board of education according to standards established by said board, or an alternative program recognized by the state board of educational examiners.

**282—14.103(272) Applicants from recognized non-Iowa institutions.** An applicant for initial licensure who completes the teacher, administrator, or school service personnel preparation program from a recognized non-Iowa institution shall have the recommendation for the specific license and endorsement(s) or the specific endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed, provided all requirements for Iowa licensure have been met.

Applicants who hold a valid license from another state and whose preparation was completed through a nontraditional program, through an accumulation of credits from several institutions, shall file all transcripts with the practitioner preparation and licensure bureau for a determination of eligibility for licensure.

A recognized non-Iowa institution is one which is accredited by the regional accrediting agency for the territory in which the institution is located.

**282—14.104(272) Applicants from foreign institutions.** An applicant for initial licensure whose preparation was completed in a foreign institution will be required to have all records translated into English and then file these records with the board of educational examiners for a determination of eligibility for licensure.

**282—14.105(272) Issue date on original license.** A license is valid only from and after the date of issuance.

**282—14.106(272) Adding endorsements to licenses.** After the issuance of a teaching, administrative, or school service personnel license, an individual may add other endorsements to that license upon proper application, provided current requirements for that endorsement, as listed in 282—14.140(272) and 282—14.141(272), have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

In addition to the requirements listed in 282—14.140(272) and 282—14.141(272), applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area of the endorsement added.

Practitioners who are adding a secondary teaching endorsement and have not student taught on the secondary level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

Practitioners holding the K-6 endorsement in the content area of the 7-12 endorsement being added may satisfy the requirement for a teaching practicum by completing all required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level.

**14.106(1)** To add an endorsement, the applicant must follow one of these options:

Option 1. Identify with a recognized Iowa teacher preparing institution, meet that institution's current requirements for the endorsement desired, and receive that institution's recommendation.

Option 2. Identify with a recognized Iowa teacher education institution and receive a statement that the applicant has completed the equivalent of the institution's approved program for the endorsement sought.

Option 3. Identify with a recognized teacher education institution and receive a statement that based on the institution's evaluation of the individual's preparation the applicant has completed all of the Iowa requirements for the endorsement sought.

**14.106(2) Appeal.** If an applicant cannot obtain a recommendation for an endorsement from an institution, and if the applicant can document that all of the Iowa requirements have been met, the applicant may apply for the endorsement by filing transcripts and supporting documentation for review. The application must be accompanied by a letter of rejection from an institution that offers the endorsement. Upon receipt of all materials, the staff of the board of educational examiners will review documents to determine if all Iowa requirements have been met.

**282—14.107(272) Correcting licenses.** If, at the time of the original issuance or renewal of a license, a person does not receive an endorsement for which the individual is eligible, a corrected license shall be issued. Also, a corrected license shall be issued if a person receives an endorsement for which the person is not eligible.

**282—14.108(272) Duplicate licenses.** Upon application and payment of the fee set out in subrule 14.121(3), duplicate licenses shall be issued.

**282—14.109(272) Fraud in procurement or renewal of licenses.** Fraud in procurement or renewal of a license or falsifying records for licensure purposes will constitute grounds for filing a complaint with the board of educational examiners.

**282—14.110(272) Licenses.** The following licenses will be issued effective August 31, 2001:

1. Initial.
2. Standard.
3. Master educator.
4. Professional administrator.
5. Conditional.
6. Substitute.
7. Area education agency administrator.
8. Alternative preparation.

**282—14.111(272) Requirements for an initial license.** An initial license valid for two years may be issued to an applicant who:

1. Has a baccalaureate degree from a regionally accredited institution.
2. Has completed a state-approved teacher education program which meets the requirements of the professional education core.
3. Has completed an approved human relations component.
4. Has completed the exceptional learner component.
5. Has completed the requirements for one of the basic teaching endorsements, the special education teaching endorsements, or the secondary level occupational endorsements.
6. Meets the recency requirement of 14.115“3.”

Renewal requirements for this license are set out in 282—Chapter 17.

**282—14.112(272) Requirements for a standard license.** A standard license valid for five years may be issued to an applicant who:

1. Completes items “1” to “5” listed under 282—14.111(272).
2. Shows evidence of successful completion of a state-approved induction program or an approved alternative option or two years’ successful teaching experience based on a local evaluation process.
3. Meets the recency requirement of 14.115“3.”

Renewal requirements for this license are set out in 282—Chapter 17.

**282—14.113(272) Requirements for a master educator’s license.** A master educator’s license valid for five years may be issued to an applicant who:

1. Is the holder of or eligible for a standard license.
2. Verifies five years of successful teaching experience.
3. Completes one of the following options:
  - Master’s degree in a recognized endorsement area, or
  - Master’s degree in curriculum, effective teaching, or a similar degree program which has a focus on school curriculum or instruction.

Renewal requirements for this license are set out in 282—Chapter 17.



**282—14.114(272) Requirements for a professional administrator's license.** A professional administrator's license valid for five years may be issued to an applicant who:

1. Is the holder of or eligible for a standard license.
2. Has three years of teaching experience.
3. Has completed the requirements for an administrative endorsement.

Renewal requirements for this license are set out in 282—Chapter 17.

**282—14.115(272) Requirements for a one-year conditional license.** A nonrenewable conditional license valid for one year may be issued to an individual under any one of the following conditions:

1. *Professional core requirements.* The individual has not completed all of the required courses in the professional core, 14.123(4) "a" to "j."

2. *Human relations component.* The individual has not completed an approved human relations component.

3. *Recency.* The individual meets requirement(s) for a valid license, but has had fewer than 160 days of teaching experience during the five-year period immediately preceding the date of application or has not completed six semester hours of college credit from a recognized institution within the five-year period. To obtain the desired license, the applicant must complete recent credit and, where recent credits are required, these credits shall be taken in professional education or in the applicant's endorsement area(s).

4. *Degree not granted until next regular commencement.* An applicant who meets the requirements for a license with the exception of the degree, but whose degree will not be granted until the next regular commencement, may be issued a one-year conditional license.

5. *Based on an expired Iowa certificate or license, exclusive of a conditional license.* The holder of an expired license, exclusive of a conditional license or a temporary certificate, shall be eligible to receive a conditional license upon application. This license shall be endorsed for the type of service authorized by the expired license on which it is based.

6. *Based on an administrative decision.* The bureau of practitioner preparation and licensure is authorized to issue a conditional license to applicants whose services are needed to fill positions in unique need circumstances.

**282—14.116(272) Requirements for a two-year conditional license.** A nonrenewable conditional license valid for two years may be issued to an individual under the following conditions: If a person is the holder of a valid license and is the holder of one or more endorsements, but is seeking to obtain some other endorsement, a two-year conditional license may be issued if requested by an employer and the individual seeking this endorsement has completed at least two-thirds of the requirements or one-half of the content requirements in a state-designated shortage area, leading to completion of all requirements for that endorsement.

For the principal's endorsement, three years of teaching experience must have been met before application for the conditional license. For the superintendent's endorsement, three years of teaching experience and three years as a building principal or other PK-12 districtwide or intermediate agency experience are acceptable for becoming a superintendent, and must have been met before application for the conditional license.

A school district administrator may file a written request with the board for an exception to the minimum content requirements on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

This license is not renewable.

**282—14.117(272) Conditional special education license.** Based on the amount of preparation needed to complete the requirements for the endorsement, a conditional special education license may be issued to an individual for a term of up to three years under the following conditions:

1. The individual is the holder of a valid license.
2. The individual has completed at least one-half of the credits necessary for a special education endorsement.
3. The employing school official makes written request supported by the respective area education agency special education officials.
4. The college/university outlines the coursework to be completed for the endorsement.

**282—14.118(272) Conditional occupational and postsecondary licenses.**

**14.118(1) Conditional occupational license.** A two-year conditional occupational license may be issued to an applicant who has not met all of the experience requirements for the provisional occupational license.

**14.118(2) Conditional postsecondary license.** A two-year conditional postsecondary license may be issued to an applicant who has not met all of the initial requirements for a provisional postsecondary license or holds the provisional or regular postsecondary license with an endorsement and is seeking an endorsement in another teaching field.

**282—14.119(272) Requirements for a substitute teacher's license.**

**14.119(1)** A substitute teacher's license may be issued to an individual who:

- a. Has been the holder of, or presently holds, a license in Iowa; or holds or held a regular teacher's license or certificate in another state, exclusive of temporary, emergency, substitute certificate or license, or a certificate based on an alternative certification program; or
- b. Has successfully completed all requirements of an approved teacher education program and is eligible for the initial license, but has not applied for and been issued this license, or who meets all requirements for the initial license with the exception of the degree but whose degree will be granted at the next regular commencement.

**14.119(2)** A substitute license is valid for five years and for not more than 90 days of teaching in one assignment during any one school year.

A school district administrator may file a written request with the board for an extension of the 90-day limit in one assignment on the basis of documented need and benefit to the instructional program. The board will review the request and provide a written decision either approving or denying the request.

**14.119(3)** The holder of a substitute license is authorized to teach in any school system in any position in which a regularly licensed teacher was employed to begin the school year. In addition to the authority inherent in the provisional, initial, educational, standard, professional teacher, master educator, two-year exchange, and permanent professional licenses and the endorsement(s) held, the holder of one of these regular licenses may substitute on the same basis as the holder of a substitute license while the regular license is in effect.

**14.119(4)** Renewal requirements for this license are set out in 282—Chapter 17.

**282—14.120(272) Exchange licenses.**

**14.120(1) Two-year teacher exchange license.**

a. A two-year nonrenewable exchange license may be issued to an individual under the following conditions:

- (1) The individual has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the home state.

(2) The individual holds a valid regular certificate or license in the state in which the preparation was completed.

(3) The individual is not subject to any pending disciplinary proceedings in any state.

(4) The applicant for the exchange license complies with all requirements with regard to application processes and payments of licensure fees.

*b.* Each exchange license shall be limited to the area(s) and level(s) of instruction as determined by an analysis of the application, the transcripts and the license or certificate held in the state in which the basic preparation for licensure was completed.

*c.* Each individual receiving the two-year exchange license must complete any identified licensure deficiencies in order to be eligible for an initial regular license in Iowa.

**14.120(2)** *Two-year administrator exchange license.*

*a.* A two-year nonrenewable exchange license may be issued to an individual under the following conditions. The individual:

(1) Has completed a state-approved teacher education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.

(2) Has completed a state-approved administrator education program in a college or university approved by the state board of education or the state board of educational examiners in the individual's preparation state.

(3) Holds a valid regular administrative certificate or license.

(4) Is not subject to any pending disciplinary proceedings in any state.

(5) Meets the experience requirements for the administrative endorsements. Verified successful completion of three years of full-time teaching experience in other states, on a valid license, shall be considered equivalent experience necessary for the principal endorsement. Verified successful completion of six years of full-time teaching and administrative experience in other states, on a valid license, shall be considered equivalent experience for the superintendent endorsement provided that at least three years were as a teacher and at least three years were as a building principal or other PK-12 districtwide administrator.

*b.* Each exchange license shall be limited to the area(s) and level(s) of administration as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the administrative licensure was completed.

*c.* Each individual receiving the two-year exchange license must complete any identified licensure deficiencies in order to be eligible for a regular educational and administrative license in Iowa.

**14.120(3)** *Two-year nonrenewable school counseling exchange license.*

*a.* A two-year nonrenewable school counseling exchange license may be issued to an individual, provided that the individual:

(1) Has completed a regionally accredited master's degree program in school guidance counseling.

(2) Holds a valid school counseling certificate or license issued by an examining board which issues certificates or licenses based on requirements which are substantially equivalent to those of the board of educational examiners.

(3) Meets the qualifications in Iowa Code section 272.6.

(4) Is not subject to any pending disciplinary proceeding in any state.

*b.* Each exchange license shall be limited to the area(s) and level(s) of counseling as determined by an analysis of the application, the transcripts, and the license or certificate held in the state in which the basic preparation for the school counseling license was completed.

*c.* Each applicant for the exchange license shall comply with all requirements with regard to application processes and payment of licensure fees.

- d. Each individual receiving the two-year exchange license must complete any identified licensure deficiencies in order to be eligible for a regular educational license in Iowa.
- e. Individuals licensed under this provision are subject to the administrative rules of the board.

**282—14.121(272) Licensure and authorization application fee.** All application and authorization fees are nonrefundable.

**14.121(1) Issuance and renewal of licenses, authorizations, and statements of professional recognition.** The fee for the issuance of each initial practitioner's license, the evaluator license, the statement of professional recognition, and the coaching authorization and the renewal of each license, evaluator approval license, statement of professional recognition, and coaching authorization shall be \$50.

**14.121(2) Adding endorsements.** The fee for the addition of each endorsement to a license, following the issuance of the initial license and endorsement(s), shall be \$25.

**14.121(3) Duplicate licenses, authorizations, and statements of professional recognition.** The fee for the issuance of a duplicate practitioner's license, evaluator license, statement of professional recognition or coaching authorization shall be \$10.

**14.121(4) Evaluation fee.** Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable \$50 evaluation fee.

Each application or request for a statement of professional recognition shall include a one-time nonrefundable \$50 evaluation fee.

**14.121(5) One-year emergency license.** The fee for the issuance of a one-year emergency license based on an expired conditional license or an expired administrative decision license shall be \$100.

**14.121(6) Late renewal fee.** Effective September 1, 2000, an additional fee of \$25 per calendar month, not to exceed \$100, shall be imposed if a renewal application is submitted after the date of expiration of a practitioner's license. The board may waive a late renewal fee upon application for waiver of the fee by a practitioner. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

**282—14.122(272) NCATE accredited programs.** The requirements of the professional education core at subrule 14.123(4) notwithstanding, an applicant from an out-of-state institution who has completed a program accredited by the National Council for the Accreditation of Teacher Education on or after October 1, 1988, shall be recognized as having completed the professional education core set out in 14.123(4), with the exception of paragraph "m."

**282—14.123(272) Requirements for an original teaching subject area endorsement.** Following are the basic requirements for the issuance of a license with an endorsement.

**14.123(1)** Baccalaureate degree from a regionally accredited institution.

**14.123(2)** Completion of an approved human relations component.

**14.123(3)** Completion of the exceptional learner program, which must include preparation that contributes to the education of the handicapped and the gifted and talented.

**14.123(4) Professional education core.** Completed coursework or evidence of competency in:

a. Student learning. The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.

b. Diverse learners. The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

c. Instructional planning. The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

d. Instructional strategies. The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*e.* Learning environment/classroom management. The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*f.* Communication. The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom.

*g.* Assessment. The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

*h.* Foundations, reflection and professional development. The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally.

*i.* Collaboration, ethics and relationships. The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.

*j.* Computer technology related to instruction.

*k.* Completion of prestudent teaching field-based experiences.

*l.* Methods of teaching with an emphasis on the subject and grade level endorsement desired.

*m.* Student teaching in the subject area and grade level endorsement desired.

**14.123(5)** Content/subject matter specialization. The practitioner understands the central concepts, tools of inquiry, and structure of the discipline(s) the practitioner teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

This is evidenced by completion of a 30-semester-hour teaching major which must minimally include the requirements for at least one of the basic endorsement areas, special education teaching endorsements, or secondary level occupational endorsements.

**282—14.124(272) Human relations requirements for practitioner licensure.** Preparation in human relations shall be included in programs leading to teacher licensure. Human relations study shall include interpersonal and intergroup relations and shall contribute to the development of sensitivity to and understanding of the values, beliefs, life styles and attitudes of individuals and the diverse groups found in a pluralistic society.

**14.124(1)** Beginning on or after August 31, 1980, each applicant for an initial practitioner's license shall have completed the human relations requirement.

**14.124(2)** On or after August 31, 1980, each applicant for the renewal of a practitioner's license shall have completed an approved human relations requirement.

**14.124(3)** Credit for the human relations requirement shall be given for licensed persons who can give evidence that they have completed a human relations program which meets board of educational examiners criteria (see 282—14.127(272)).

**282—14.125(272) Development of human relations components.** Human relations components shall be developed by teacher preparation institutions. In-service human relations components may also be developed by educational agencies other than teacher preparation institutions, as approved by the board of educational examiners.

**282—14.126(272) Advisory committee.** Education agencies developing human relations components shall give evidence that in the development of their programs they were assisted by an advisory committee. The advisory committee shall consist of equal representation of various minority and majority groups.

**282—14.127(272) Standards for approved components.** Human relations components will be approved by the board of educational examiners upon submission of evidence that they are designed to develop the ability of participants to:

**14.127(1)** Be aware of and understand the values, life styles, history, and contributions of various identifiable subgroups in our society.

**14.127(2)** Recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations.

**14.127(3)** Translate knowledge of human relations into attitudes, skills, and techniques which will result in favorable learning experiences for students.

**14.127(4)** Recognize the ways in which dehumanizing biases may be reflected in instructional materials.

**14.127(5)** Respect human diversity and the rights of each individual.

**14.127(6)** Relate effectively to other individuals and various subgroups other than one's own.

**282—14.128(272) Evaluation.** Educational agencies providing the human relations components shall indicate the means to be utilized for evaluation.

**282—14.129(272) Requirements for a teacher intern license.**

**14.129(1)** Authorization. The teacher intern is authorized to teach in a high school, grades 9 to 12.

**14.129(2)** The term of the teacher intern license will be one year from the date of issuance. The fee for the teacher intern license is \$100. This license is nonrenewable.

**14.129(3)** A teacher intern license shall be issued upon application provided that the following requirements have been met. The applicant shall:

*a.* Hold a baccalaureate degree with a minimum cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution.

*b.* Meet the requirements of at least one of the board's secondary (7-12) teaching endorsements listed in 14.141(272).

*c.* Possess a minimum of three years of postbaccalaureate work experience. An authorized official at a college or university with an approved teacher intern program will evaluate this experience.

*d.* Successfully complete the introductory teacher intern program approved by the state board of education.

**14.129(4)** Local school district requirements. The local school district shall:

*a.* Provide an offer of employment to an individual who has been evaluated by a college or university for eligibility in the teacher intern program. Employment shall begin with the fall academic year.

*b.* Participate in a state-approved mentoring and induction program.

*c.* Provide a district mentor for the teacher intern.

*d.* Provide other support and supervision, as needed, to maximize the opportunity for the teacher intern to succeed.

*e.* Not unnecessarily overload the teacher intern with extracurricular duties not directly related to the teacher intern's teaching assignment.

*f.* Provide evidence to the board from a licensed evaluator that the teacher intern is participating in a mentoring and induction program.

*g.* At the board's request, provide information including, but not limited to, the teacher intern selection and preparation program, institutional support, local school district mentor, and local school district support.

**14.129(5)** Program requirements. The teacher intern shall:

*a.* Complete the teacher intern introductory program of a minimum of 12 semester hours to include the following:

(1) Learning environment/classroom management. The intern uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(2) Instructional planning. The intern plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

(3) Instructional strategies. The intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

(4) Student learning. The intern understands how students learn and develop and provides learning opportunities that support intellectual, career, social, and personal development.

(5) Diverse learners. The intern understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

(6) Collaboration, ethics and relationships. The intern fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.

(7) Assessment. The intern understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner.

(8) Field experience that provides opportunities for interaction with students.

*b.* Complete four semester hours of a teacher intern seminar during the teacher internship year to include support and extension of coursework from the teacher intern introductory program.

*c.* Complete a concluding teacher intern program of a minimum of 12 semester hours in the following areas:

(1) Foundations, reflection, and professional development. The intern continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community and actively seeks out opportunities to grow professionally.

(2) Communication. The intern uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

(3) Exceptional learner program, which must include preparation that contributes to the education of individuals with disabilities and the gifted and talented.

(4) Preparation in the integration of reading strategies into the content area.

(5) Computer technology related to instruction.

(6) An advanced study of the items set forth in 14.129(5) "a"(1) to (7) above.

**14.129(6)** Requirements to convert the teacher intern license to the initial license. An initial license shall be issued upon application provided that the teacher intern has met all of the following requirements:

*a.* Successful completion of the entire teacher intern program approved by the state board of education.

*b.* Verification from a licensed evaluator that the teacher intern served successfully for a minimum of 160 days.

*c.* Verification from a licensed evaluator that the teacher intern is participating in a state-approved mentoring and induction program.

*d.* Recommendation by a college or university offering an approved teacher intern program that the individual is eligible for an initial license.

*e.* At the board's request, the teacher intern shall provide to the board information including, but not limited to, the teacher intern selection and preparation program, institutional support, local school district mentor, and local school district support.

The teacher intern year will count as one of the years that is needed for the teacher intern to convert the initial license to the standard license if the above conditions have been met.

**282—14.130(272) Requirements for an alternative preparation license for out-of-state candidates.** Following are the basic requirements for the issuance of a teaching license based on an alternative preparation program with an endorsement for persons prepared in states other than Iowa. The person shall:

**14.130(1)** Hold a baccalaureate degree with a minimum cumulative grade point average of 2.50 on a 4.0 scale from a regionally accredited institution.

**14.130(2)** Provide a valid out-of-state teaching license based on a state-approved alternative preparation program.

**14.130(3)** Provide a recommendation from a regionally accredited institution, department of education, or a state's standards board indicating the completion of an approved alternative teacher preparation program.

**14.130(4)** Provide official institutional transcript(s) to be analyzed for the requirements necessary for full Iowa licensure based on 14.129(5) "a" (1) to (7) and 14.129(5) "c" (1) to (5).

**14.130(5)** Verify three years of teaching experience, which will waive the student teaching requirement.

The alternative preparation license is valid for two years and may be renewed under certain prescribed conditions for an initial license listed in 282—17.8(272).

**282—14.131 to 14.139** Reserved.

**282—14.140(272) Requirements for other teaching endorsements.** The holder of any K-6 instructional endorsement set out herein may be assigned by local school board action to teach that instructional area at the 7-8 grade levels, and the holder of any 7-12 instructional endorsement set out herein may be assigned by local school board action to teach that instructional area at the 5-6 grade levels.

**14.140(1) *Athletic coach.*** K-12.

*a.* The holder of this endorsement may serve as a head coach or an assistant coach in kindergarten and grades one through twelve.

*b.* Program requirements.

(1) One semester hour college or university course in the structure and function of the human body in relation to physical activity.

(2) One semester hour college or university course in human growth and development of children and youth as related to physical activity.

(3) Two semester hour college or university course in athletic conditioning, care and prevention of injuries and first aid as related to physical activity.

(4) One semester hour college or university course in the theory of coaching interscholastic athletics.

NOTE: An applicant for the coaching endorsement must hold a teacher's license with one of the teaching endorsements.



**14.140(2) Teacher—elementary classroom.**

*a. Authorization.* The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations component.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content:
  1. Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core. See 14.123(4).
  2. Methods and materials of teaching elementary language arts.
  3. Methods and materials of teaching elementary reading.
  4. Elementary curriculum (methods and materials).
  5. Methods and materials of teaching elementary mathematics.
  6. Methods and materials of teaching elementary science.
  7. Children's literature.
  8. Methods and materials of teaching elementary social studies.
  9. Methods and materials in two of the following areas:
    - Methods and materials of teaching elementary health.
    - Methods and materials of teaching elementary physical education.
    - Methods and materials of teaching elementary art.
    - Methods and materials of teaching elementary music.
  10. Pre-student teaching field experience in at least two different grades.
  11. A field of specialization in a single discipline or a formal interdisciplinary program of at least twelve semester hours.

**14.140(3) Teacher—prekindergarten-kindergarten.**

*a. Authorization.* The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level.

*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.
- (3) Completion of the professional education core. See 14.123(3) and 14.123(4).
- (4) Content:
  1. Human growth and development: infancy and early childhood, unless completed as part of the professional education core. See 14.123(4).
  2. Curriculum development and methodology for young children.
  3. Child-family-school-community relationships (community agencies).
  4. Guidance of young children three to six years of age.
  5. Organization of prekindergarten-kindergarten programs.
  6. Child and family nutrition.
  7. Language development and learning.
  8. Kindergarten: programs and curriculum development.

**14.140(4) ESL. K-12.**

*a. Authorization.* The holder of this endorsement is authorized to teach English as a second language in kindergarten and grades one through twelve.

*b. Program requirements.*

- (1) Degree—baccalaureate.
- (2) Completion of an approved human relations program.